

About The New England Common Assessment Program

This report highlights results from the Fall 2010 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade—in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1–3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2010 Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

School Results

School: Saco Middle School

District: RSU 23

Code: 3168-1376



Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

Grade Level Summary Report

School: Saco Middle School
 District: RSU 23
 State: Maine
 Code: 3168-1376

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	258			319			14,368			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	246	246	246	306	306	306	13,958	13,983	13,904	95	95	95	96	96	96	97	97	97
With an approved accommodation	42	43	43	46	47	47	2,067	2,100	2,026	17	17	17	15	15	15	15	15	15
Current LEP Students	0	0	0	1	1	1	290	317	289	0	0	0	<1	<1	<1	2	2	2
With an approved accommodation	0	0	0	0	0	0	111	149	126				0	0	0	38	47	44
IEP Students	37	37	37	45	45	45	2,141	2,145	2,124	15	15	15	15	15	15	15	15	15
With an approved accommodation	31	32	32	35	36	36	1,681	1,689	1,650	84	86	86	78	80	80	79	79	78
Students not tested in NECAP	12	12	12	13	13	13	410	385	464	5	5	5	4	4	4	3	3	3
State Approved	11	11	11	11	11	11	263	223	254	92	92	92	85	85	85	64	58	55
Alternate Assessment	9	9	9	9	9	9	201	190	189	82	82	82	82	82	82	76	85	74
First Year LEP	0	0	0	0	0	0	29	0	29	0	0	0	0	0	0	11	0	11
Withdrew After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Consideration	2	2	2	2	2	2	33	33	36	18	18	18	18	18	18	13	15	14
Other	1	1	1	2	2	2	147	162	210	8	8	8	15	15	15	36	42	45

NECAP RESULTS

	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	258	11	1	246	48	20	126	51	58	24	14	6	847	306	20	51	23	6	847	13,958	17	56	22	5	847
MATH	258	11	1	246	25	10	95	39	62	25	64	26	840	306	12	40	24	25	840	13,983	17	42	22	20	842
WRITING	258	11	1	246	21	9	114	46	84	34	27	11	840	306	8	45	37	10	840	13,904	7	46	37	10	840

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

Reading Results

School: Saco Middle School
 District: RSU 23
 State: Maine
 Code: 3168-1376

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

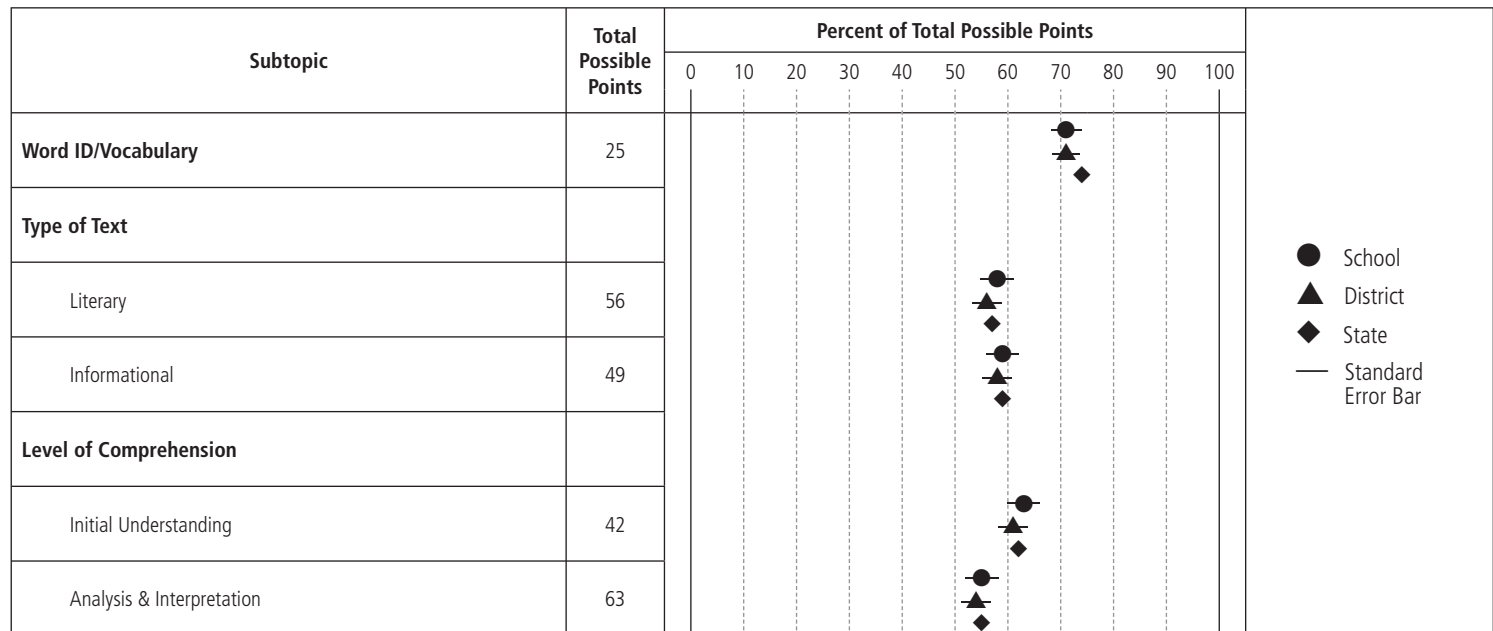
Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2008-09													
2009-10	237	3	1	233	39	17	119	51	62	27	13	6	847
2010-11	258	11	1	246	48	20	126	51	58	24	14	6	847
Cumulative Total													
DISTRICT													
2008-09													
2009-10	324	4	2	318	46	14	159	50	91	29	22	7	845
2010-11	319	11	2	306	60	20	157	51	71	23	18	6	847
Cumulative Total													
STATE													
2008-09													
2009-10	14,466	245	120	14,101	2,092	15	7,584	54	3,378	24	1,047	7	846
2010-11	14,368	263	147	13,958	2,341	17	7,783	56	3,096	22	738	5	847
Cumulative Total													





Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

Disaggregated Reading Results

School: Saco Middle School
 District: RSU 23
 State: Maine
 Code: 3168-1376

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	258	11	1	246	48	20	126	51	58	24	14	6	847	306	20	51	23	6	847	13,958	17	56	22	5	847
Gender																									
Male	136	8	0	128	16	13	65	51	37	29	10	8	844	157	13	50	29	8	844	7,260	12	56	26	7	845
Female	122	3	1	118	32	27	61	52	21	18	4	3	850	149	27	52	17	3	850	6,698	22	55	18	4	849
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	3	0	1	2										4						188	10	57	22	12	844
Not Hispanic or Latino																									
American Indian or Alaskan Native	3	0	0	3										3						155	14	53	26	6	846
Asian	5	1	0	4										4						158	27	58	14	2	852
Black or African American	11	1	0	10	2	20	5	50	3	30	0	0	846	10	20	50	30	0	846	373	10	42	36	12	842
Native Hawaiian or Pacific Islander	0	0	0	0										0						12	33	50	8	8	851
White	236	9	0	227	45	20	115	51	54	24	13	6	847	285	20	51	23	6	847	12,977	17	56	22	5	847
Two or more races	0	0	0	0										0						95	12	63	24	1	847
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										1						290	3	40	42	15	838
Former LEP student - monitoring year 1	0	0	0	0										0						14	50	50	0	0	858
Former LEP student - monitoring year 2	1	0	0	1										1						19	37	63	0	0	857
All Other Students	257	11	1	245	48	20	125	51	58	24	14	6	847	304	20	51	23	6	847	13,635	17	56	22	5	847
IEP																									
Students with an IEP	47	9	1	37	1	3	7	19	22	59	7	19	834	45	4	16	58	22	834	2,141	2	27	47	25	835
All Other Students	211	2	0	209	47	22	119	57	36	17	7	3	849	261	22	57	17	3	849	11,817	20	61	18	2	849
SES																									
Economically Disadvantaged Students	81	7	1	73	8	11	36	49	22	30	7	10	843	101	12	49	31	9	843	5,870	9	52	31	9	843
All Other Students	177	4	0	173	40	23	90	52	36	21	7	4	849	205	23	53	20	4	849	8,088	23	58	16	3	850
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	258	11	1	246	48	20	126	51	58	24	14	6	847	306	20	51	23	6	847	13,955	17	56	22	5	847
Title I																									
Students Receiving Title I Services	34	0	0	34	0	0	12	35	18	53	4	12	838	34	0	35	53	12	838	1,078	6	47	39	8	842
All Other Students	224	11	1	212	48	23	114	54	40	19	10	5	848	272	22	53	19	5	848	12,880	18	56	21	5	848
504 Plan																									
Students with a 504 Plan	7	0	0	7										7						331	12	59	26	3	846
All Other Students	251	11	1	239	47	20	122	51	56	23	14	6	847	299	20	51	23	6	847	13,627	17	56	22	5	847

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

Mathematics Results

School: Saco Middle School
 District: RSU 23
 State: Maine
 Code: 3168-1376

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

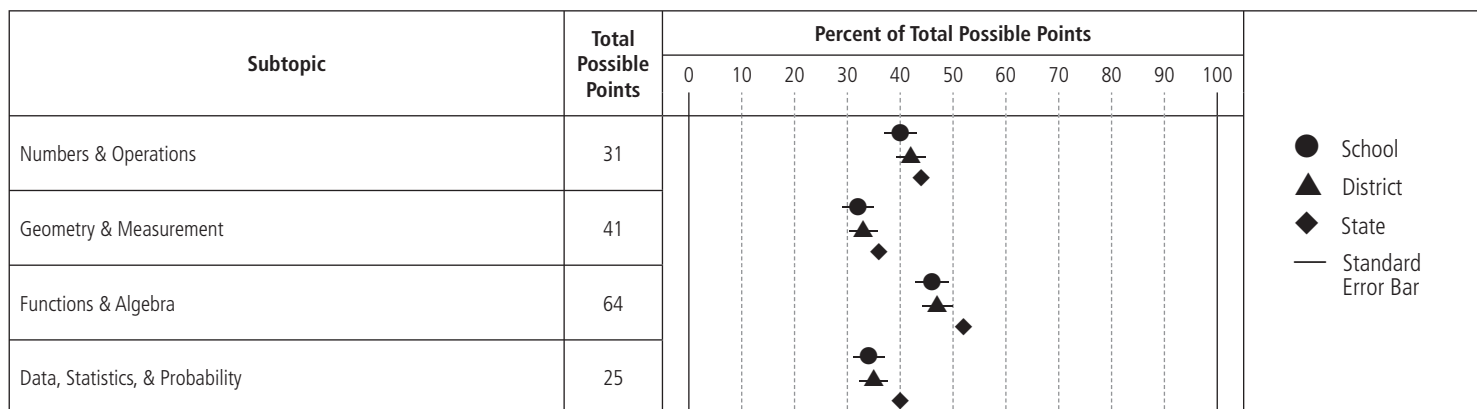
Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2008-09	237	3	0	234	40	17	99	42	51	22	44	19	842
2009-10	258	11	1	246	25	10	95	39	62	25	64	26	840
2010-11 Cumulative Total													
DISTRICT													
2008-09	324	4	1	319	46	14	127	40	78	24	68	21	841
2009-10	319	11	2	306	37	12	122	40	72	24	75	25	840
2010-11 Cumulative Total													
STATE													
2008-09	14,466	236	115	14,115	2,283	16	6,119	43	3,019	21	2,694	19	842
2009-10	14,368	223	162	13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
2010-11 Cumulative Total													





Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

Disaggregated Mathematics Results

School: Saco Middle School
 District: RSU 23
 State: Maine
 Code: 3168-1376

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	258	11	1	246	25	10	95	39	62	25	64	26	840	306	12	40	24	25	840	13,983	17	42	22	20	842
Gender																									
Male	136	8	0	128	6	5	53	41	36	28	33	26	839	157	8	40	27	25	840	7,279	17	42	21	20	842
Female	122	3	1	118	19	16	42	36	26	22	31	26	841	149	17	40	20	23	841	6,704	15	42	23	19	842
Not Reported	0	0	0	0									0							0					
Race/Ethnicity																									
Hispanic or Latino	3	0	1	2										4						189	8	41	22	29	839
Not Hispanic or Latino																									
American Indian or Alaskan Native	3	0	0	3										3						156	15	37	23	25	840
Asian	5	1	0	4										4						160	27	43	18	13	845
Black or African American	11	1	0	10	1	10	2	20	3	30	4	40	838	10	10	20	30	40	838	389	5	26	25	44	835
Native Hawaiian or Pacific Islander	0	0	0	0										0						12	8	67	25	0	844
White	236	9	0	227	24	11	92	41	56	25	55	24	840	285	13	42	23	23	841	12,982	17	43	22	19	842
Two or more races	0	0	0	0										0						95	8	44	19	28	839
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										1						317	3	24	26	48	833
Former LEP student - monitoring year 1	0	0	0	0										0						14	43	36	14	7	847
Former LEP student - monitoring year 2	1	0	0	1										1						19	37	37	26	0	847
All Other Students	257	11	1	245	25	10	95	39	61	25	64	26	840	304	12	40	23	24	840	13,633	17	43	22	19	842
IEP																									
Students with an IEP	47	9	1	37	0	0	4	11	8	22	25	68	829	45	0	11	18	71	829	2,145	2	15	23	60	831
All Other Students	211	2	0	209	25	12	91	44	54	26	39	19	842	261	14	45	25	16	842	11,838	19	47	22	12	844
SES																									
Economically Disadvantaged Students	81	7	1	73	5	7	19	26	19	26	30	41	837	101	8	31	24	38	838	5,888	7	37	27	29	838
All Other Students	177	4	0	173	20	12	76	44	43	25	34	20	841	205	14	44	23	18	842	8,095	23	46	18	12	844
Migrant																									
Migrant Students	0	0	0	0										0						2					
All Other Students	258	11	1	246	25	10	95	39	62	25	64	26	840	306	12	40	24	25	840	13,981	17	42	22	20	842
Title I																									
Students Receiving Title I Services	34	0	0	34	0	0	8	24	11	32	15	44	835	34	0	24	32	44	835	1,086	5	28	34	34	837
All Other Students	224	11	1	212	25	12	87	41	51	24	49	23	841	272	14	42	22	22	841	12,897	18	43	21	18	842
504 Plan																									
Students with a 504 Plan	7	0	0	7										7						331	14	45	24	17	842
All Other Students	251	11	1	239	24	10	93	39	60	25	62	26	840	299	12	40	23	24	840	13,652	17	42	22	20	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

Writing Results

School: Saco Middle School
 District: RSU 23
 State: Maine
 Code: 3168-1376

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

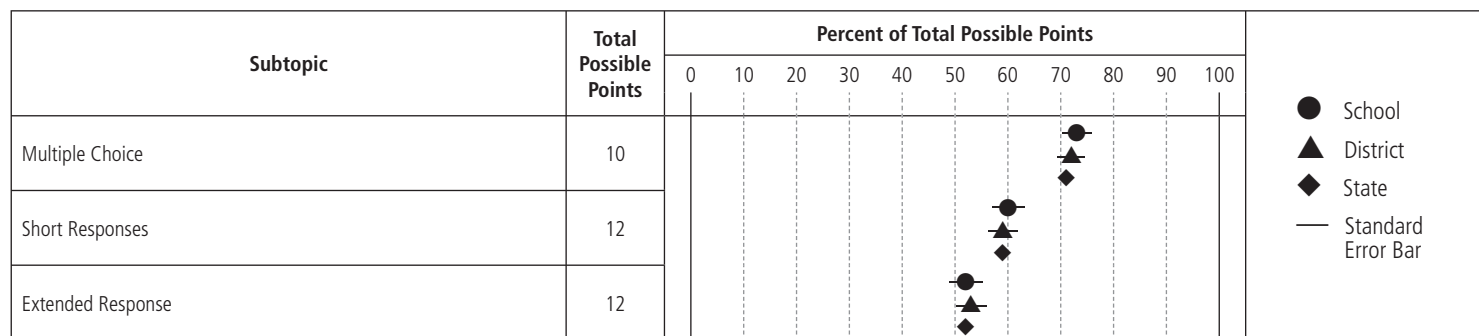
Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2008-09 2009-10 2010-11 Cumulative Total	258	11	1	246	21	9	114	46	84	34	27	11	840
DISTRICT 2008-09 2009-10 2010-11 Cumulative Total	319	11	2	306	26	8	137	45	112	37	31	10	840
STATE 2008-09 2009-10 2010-11 Cumulative Total	14,368	254	210	13,904	1,035	7	6,332	46	5,179	37	1,358	10	840





Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

Disaggregated Writing Results

School: Saco Middle School
 District: RSU 23
 State: Maine
 Code: 3168-1376

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	258	11	1	246	21	9	114	46	84	34	27	11	840	306	8	45	37	10	840	13,904	7	46	37	10	840
Gender																									
Male	136	8	0	128	2	2	46	36	56	44	24	19	835	157	2	35	46	17	835	7,227	3	36	45	15	836
Female	122	3	1	118	19	16	68	58	28	24	3	3	846	149	15	55	27	3	845	6,677	12	55	29	4	843
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	3	0	1	2										4						186	7	40	40	13	838
Not Hispanic or Latino																									
American Indian or Alaskan Native	3	0	0	3										3						155	5	43	39	13	838
Asian	5	1	0	4										4						158	17	49	32	2	845
Black or African American	11	1	0	10	1	10	3	30	4	40	2	20	837	10	10	30	40	20	837	373	2	33	49	16	836
Native Hawaiian or Pacific Islander	0	0	0	0										0						12	17	58	17	8	844
White	236	9	0	227	20	9	107	47	76	33	24	11	840	285	9	46	36	10	840	12,926	8	46	37	10	840
Two or more races	0	0	0	0										0						94	3	47	38	12	839
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										1						289	1	29	55	15	834
Former LEP student - monitoring year 1	0	0	0	0										0						14	29	50	21	0	849
Former LEP student - monitoring year 2	1	0	0	1										1						19	21	53	26	0	848
All Other Students	257	11	1	245	21	9	114	47	83	34	27	11	840	304	9	45	36	10	840	13,582	8	46	37	10	840
IEP																									
Students with an IEP	47	9	1	37	0	0	4	11	16	43	17	46	828	45	0	11	42	47	828	2,124	<1	11	50	39	829
All Other Students	211	2	0	209	21	10	110	53	68	33	10	5	842	261	10	51	36	4	842	11,780	9	52	35	5	842
SES																									
Economically Disadvantaged Students	81	7	1	73	3	4	23	32	33	45	14	19	836	101	4	30	50	17	836	5,828	3	36	45	15	836
All Other Students	177	4	0	173	18	10	91	53	51	29	13	8	842	205	11	52	30	7	842	8,076	11	52	31	6	842
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	258	11	1	246	21	9	114	46	84	34	27	11	840	306	8	45	37	10	840	13,901	7	46	37	10	840
Title I																									
Students Receiving Title I Services	34	0	0	34	0	0	9	26	20	59	5	15	835	34	0	26	59	15	835	1,073	4	30	53	13	836
All Other Students	224	11	1	212	21	10	105	50	64	30	22	10	841	272	10	47	34	10	841	12,831	8	47	36	10	840
504 Plan																									
Students with a 504 Plan	7	0	0	7										7						328	3	39	48	11	837
All Other Students	251	11	1	239	21	9	112	47	79	33	27	11	840	299	9	45	36	10	840	13,576	8	46	37	10	840

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.